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ABSTRACT

The planning process described in this report was utilized by Greenfield Community College to establish institutional goals for the academic year 1979-1980. After introductory material discussing the rationale behind the college's decision to expand their efforts in goal development, the report describes the agenda and organization of a two-day planning workshop held in July 1979, at which small groups of faculty and staff identified and assigned priorities to institutional goals and objectives. Results are then discussed of a retreat follow-up in which participants were asked to indicate the most significant outcomes of the retreat, provide suggestions for future planning sessions, rate the various aspects of the retreat and its agenda, and speculate on the probability of the acceptance of the institutional goals established during the retreat by the college community. Statements of the goals themselves, lists of specific objectives corresponding to the goals, and implementation timetables are then provided in the areas of curriculum review; community resources; student recruitment, advising, and retention; communication; organizational restructuring; expansion of services; and funding. Finally, an end-of-year evaluative summary is provided which details the activities conducted to achieve each objective and the progress to date. (JP)

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"THE GOALS AND OBJECTIVES FOR 1979-1980"

Report of the Retreat/Planning Session
for Greenfield Community College
Conducted on July 12-13, 1979
at Stratton Mountain, Vermont

and

END OF THE YEAR "SUMMARY REPORT"
FOR GREENFIELD COMMUNITY COLLEGE'S
INSTITUTIONAL GOALS AND OBJECTIVES

1979-1980

Prepared by Robert DiCarlo

Director of Planning and Research

Greenfield Community College

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Special thanks to the participants of the Retreat/Planning Session who gave their best to make Greenfield Community College a better place.

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INTRODUCTION

On July 12 and 13, 1979 a Retreat/Planning Session was conducted at Stratton Mountain, Vermont for the purpose of developing the "Goals and Objectives" for Greenfield Community College for the academic year 1979-80. This report summarizes the pertinent information about the process involved in developing the goals and objectives, an evaluation of the process by participants, and the outcomes of the activity. A statement of goals and objectives that identify where Greenfield Community College should be headed for the next year, who should be doing what, and when it should be done is also included.

The participants were composed of the Executive Staff members and invited guests as follows:

Name	Title
Elsa Bakalar	Assistant, Division of Continuing Education
Beryl Berndt	Registrar
Henry Boucher	Assistant Dean of Administration
Charles Carter	Dean of Administration
Ethel Case	Dean of Continuing Education
Robert DiCarlo	Director of Planning and Sponsored Research
Helen Ellis	Chairperson, Division of Humanities
Clement Gainty	Dean of Students
Eleanor Goodman	Counseling and Psychology
Nancy Goodwin	President
Arthur Hannan	Chairperson, Division of Behavioral Sciences
David Harvey	Professor of Physics
Margaret Howland	Chairperson, Division of Learning Resources
Luella McLaughlin	Secretary to the President
Robert Merriam	Director of Development and Affirmative Action
Hartley Pfeil	Coordinator of Staff Development and Professor of English
Alan Rainford	Chairperson, Division of Business Administration
Carleton Stinchfield	Acting Chairperson, Division of Natural Sciences
Toby Sutton	Acting Dean of Academic Affairs
Robert Yacubina	Coordinator of Career Counseling, Transfer and Placement

Prior to the Retreat/Planning Session, participants were provided with written materials as part of the pre-planning activities:

1. An agenda of planned activities
2. The English 100 Reading Development Proposal
3. Admissions Policy information
4. Preliminary draft copies of Student Follow-up Data

The agenda on the following page was designed to allow the total group of participants to be briefed and updated on institutional data prior to the small group work sessions, to do the work of developing the goals and objectives, and to collectively make decisions about the final design of the goals and objectives for G.C.C. for 1979-80. The agenda is as follows:

AGENDA
STRATTON MOUNTAIN, VERMONT
July 12-13, 1979

JULY 12

9:30-12:30	Discussion of materials and topics of importance and selected Executive Staff agenda items
	1. Increased charge for music private lessons
	2. Reading proposal
	3. Presentation by Bob DiCarlo of selected student follow-up data
	4. Presentation of preliminary results of the Goals Inventory
	5. Discussion of the affirmative action guidelines from the Board
12:30	Lunch
2:00-5:00	Small group planning sessions
6:30	Dinner
8:00-10:00	Small group planning sessions

JULY 13

8:30	Breakfast
9:30-12:30	Small group sessions
12:30	Lunch
1:30-4:00	Total group meeting

WHY GO THROUGH THE EFFORT OF DEVELOPING GOALS AND OBJECTIVES?

In his book on the Administration of Public Education, Stephen J. Knezevich says that the educational enterprise is a vehicle that translates resources made available to it in the form of money, people, facilities and processes into outcomes or benefits related to educational goals.

Goals are a way of establishing targets that can be translated into objectives which can be phrased in such a way so that they can be placed into operationally meaningful activities capable of implementation and subsequent evaluation.

The goals and objectives that are included in this report are designed to allow Greenfield Community College to make better utilization of the skills of people in a functional organizational structure, with well coordinated programs and activities that yield effective and efficient outcomes.

The flow-chart on page 4 shows the relationship between the mission of the college, the goals, and the objectives. Important to note is that there is a mechanism built in that allows for a continual monitoring and opportunity to make modifications and changes in the goals and objectives. As we work our way through the next academic year, we will have established a series of milestones by which we will have marked our progress during the year. The goals and objectives will have given us the opportunity to say that we have accomplished what we have started out to do.

WHAT IS THE MISSION OF GREENFIELD COMMUNITY COLLEGE?

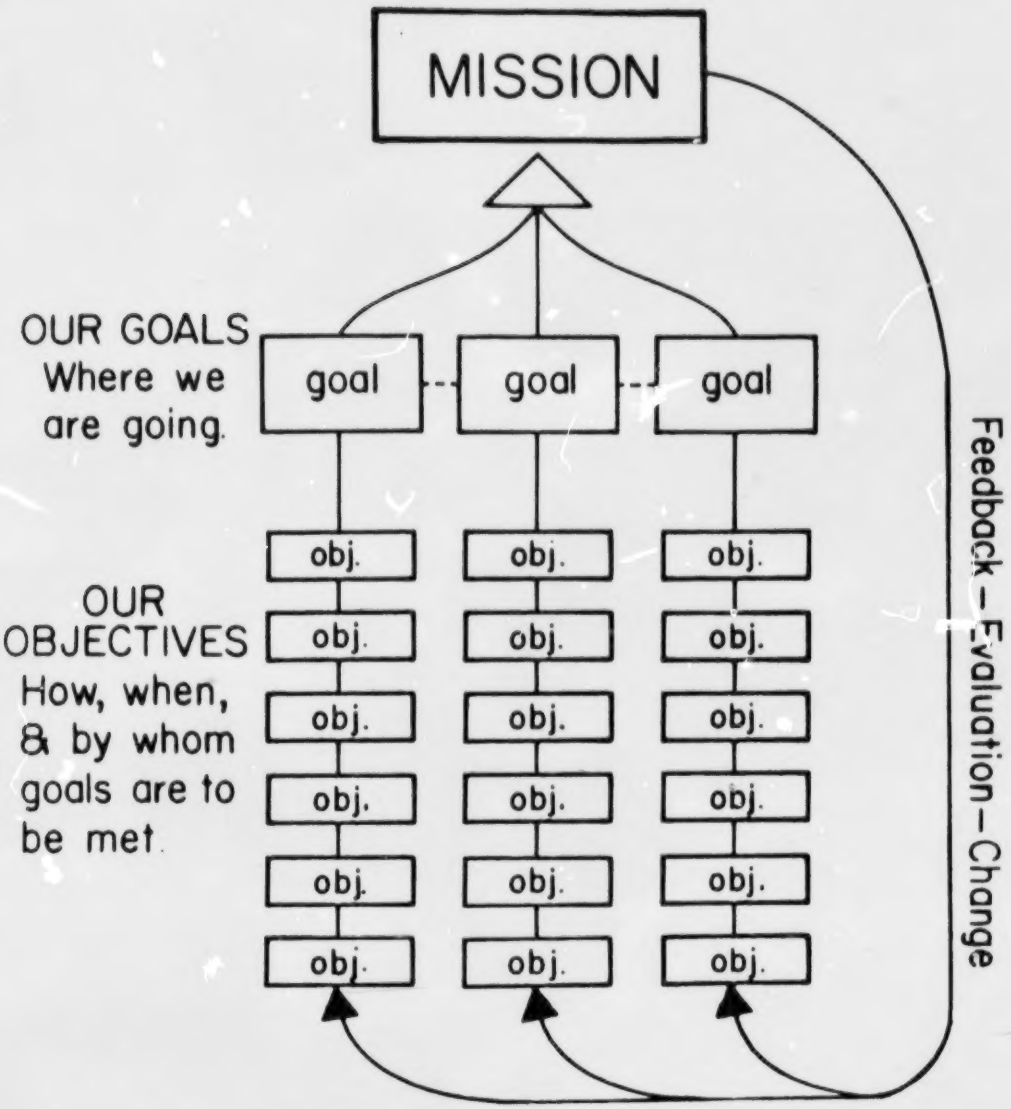
During the discussion about the mission of Greenfield Community College, a number of the participants were concerned about such things as the recognition and use of a previously developed statement of mission for G.C.C., the development of a current statement of the mission for G.C.C., and the value of going through the rigors of putting in writing a statement of the mission for G.C.C.

It was the last idea that was accepted by the participants. After all, in a community college that is supposed to reflect society, how could a written statement of the mission be of value when changes occur so quickly in the values and attitudes of our changing world? How could we "nail down" such an elusive statement of mission that encompasses all of what we are about?

The participants concurred that the mission of Greenfield Community College is understood by the college community and is better left unwritten. It allows us the opportunity to have the freedom to create and explore those ideas and beliefs that are essential in the operation of Greenfield Community College.

Greenfield Community College

MISSION • GOALS • OBJECTIVES
FLOW-CHART



THE PROCESS

The participants were broken up into four small groups to work together in the development of goals and objectives. Each group reported their findings back to the other small groups during the large total group meetings.

The composition of the groups is as follows:

Group # 1	Elsa Bakalar Charles Carter Eleanor Goodman Arthur Hannan David Harvey
Group # 2	Robert DiCarlo Helen Ellis Clement Gainty Luella McLaughlin Robert Merriam
Group # 3	Ethel Case Margaret Howland Alan Rainford Robert Yacubian
Group # 4	Beryl Berndt Henry Boucher Hartley Pfeil Carleton Stinchfield Toby Sutton

Note: Nancy Goodwin was not an active participant in the small group sessions. Her role was that of an observer. She went from group to group and acted as a facilitator only if specific questions of process were addressed to her. The input of the president was exclusively that of a facilitator of the process of developing the goals and objectives. The content of the goals and objectives was designed by the other participants.

During the process of deciding what goals and objectives should be developed and implemented during the upcoming academic year, there was concern about the priorities of the goals and objectives. What should be held off until coming years? What goals and objectives were overlapping? And, what is the mission of the college in relationship to the goals and objectives?

There was an overlapping of ideas, the same areas of concern being expressed in different ways. As a result of this, modifications were made in the original agenda. The small group sessions, scheduled to run from 8:00 P.M. to 10:00 P.M. on July 12th were changed to a total large group session.

It was decided that each of the small groups would be assigned specific goals and objectives to refine. This avoided duplication of efforts and also allowed the total group to select those goals and objectives that were most

commonly occurring in each of the reports from the small groups and, thusly, were commonly accepted as valid goals and objectives to work toward during the next year. It was also felt that those goals and objectives selected should contain the kinds of ideas and concerns that are universally of interest to the Greenfield Community College constituency and, therefore, should be the goals and objectives for 1979-80.

The statements of goals and objectives that are contained in this report are a synthesis of those things that were commonly agreed upon to be the most pressing and needed immediate attention this year. In many instances some of the longer ranged goals and objectives that were discussed can be met if there is a concerted effort on a year to year basis to keep Greenfield Community College operating on a structured basis where everyone knows where we are headed.

THE FOLLOW-UP ACTIVITIES OF THE PARTICIPANTS

After returning to the campus, subsequent meetings of the small groups were conducted to further refine the goals and objectives and to make them consistent to one another in format and structure.

Several weeks after the participants returned from the Retreat/Planning Session, a follow-up survey was distributed to them to get their feedback and evaluation about the activity, and suggestions about any similar proposed activities. The information that follows is from the responses of 90% of the participants.

1. What was the most significant outcome of the Retreat/Planning Session?

The participants felt that the development of goals and objectives was the most significant outcome of the activity. It was felt that the agreement on common group concerns and anticipations that evolved into the form of goals and objectives will serve as a guide for future action. Participants felt that the shared process of problem solving and overlap in perceived issues was remarkable. There was a definite sense of support and mutual caring for the success of Greenfield Community College. The sense of community that participants felt during the Retreat/Planning Session was expressed in a variety of ways.

"We are getting to know each other."

"There's a feeling of cooperation and of people working together."

"There is a camaraderie, sense of purpose and cooperation."

The participants felt as though what they were doing was important and that the people who they were working with were just as important. Several participants expressed themselves as follows:

"Excellence doesn't just happen - it is planned."

"I felt divisional barriers were lowered..."

"I realized that the administration is willing to share the triumphs and defeats of our institution, and considers every member of the administration,

faculty and staff an important contributor. Our insights, feelings, judgments, discernments, experience, sensitivity, and expertise are not only important, they are essential. I wish that somehow everyone could share this sense of belonging. (We call it community.)"

2. What should have been included in the Retreat/Planning Session that was not included?

The participants felt that more time was needed for one to one exchanges and that perhaps an informal session or two would be appropriate for future consideration. Once the small groups were formed the participants worked very closely and intensely with others in the assigned group. Some felt that a break was needed to work with a different mix of people.

There was very little time for relaxation and social activities. The schedule was task oriented and geared toward the development of goals and objectives. The responses indicated that within the time frame allowed, very little could have been done to improve what was accomplished - "The waterfront was covered," and the goals of the Retreat/Planning Session were met. It was now time to consider what we are going to do with the goals that were developed.

3. Will the goals that are developed as a result of this process be accepted by the Greenfield Community College community?

Yes - 94% No - 6%

Some of the responses indicated that the input was obtained from a broad cross section of the college community and should, therefore, represent the common concerns quite accurately. They will need some selling but if shared and presented properly, they will generally be acceptable to the college community. Positive responses should be forthcoming as these goals and objectives are both desirable and necessary.

4. Should there be another Planning Session next year?

Yes - 100% No - 0%

5. Participant suggestions and ideas about future planning sessions.

WHEN SHOULD ANOTHER RETREAT/PLANNING SESSION BE CONDUCTED?

The participants had a wide variety of suggestions. Some felt that the timing for this session was good because it allowed an opportunity to plan now for next year. Another suggested that two activities of this sort should occur--one in January and one in June. Many felt that June was a good time for it to be held Generally, it was felt that some pre-planning activities should occur and should start sometime in April.

WHO SHOULD ATTEND?

It was suggested that a wide degree of faculty/staff involvement creates a better sense of community. Faculty should be involved again along with administration and staff. Suggestions were made that some participants could be elected by the respective divisions and others selected by the President.

FORMAT TO BE USED?

There were ideas ranging from using the same format to having the Executive Staff identify the problems to attack in pre-planning sessions and having the retreat deal with other kinds of questions and concerns such as futurizing, philosophizing, and sharing. The remainder of the time could be used to deal with more specific issues such as developing specific solutions to the problems identified in the pre-planning sessions.

6. Did the activity give you an opportunity to develop a different perspective and understanding of another member(s) of the group that participated in the Retreat/Planning Session?

Yes - 87.0% No - 6.5% Not Sure - 6.5%

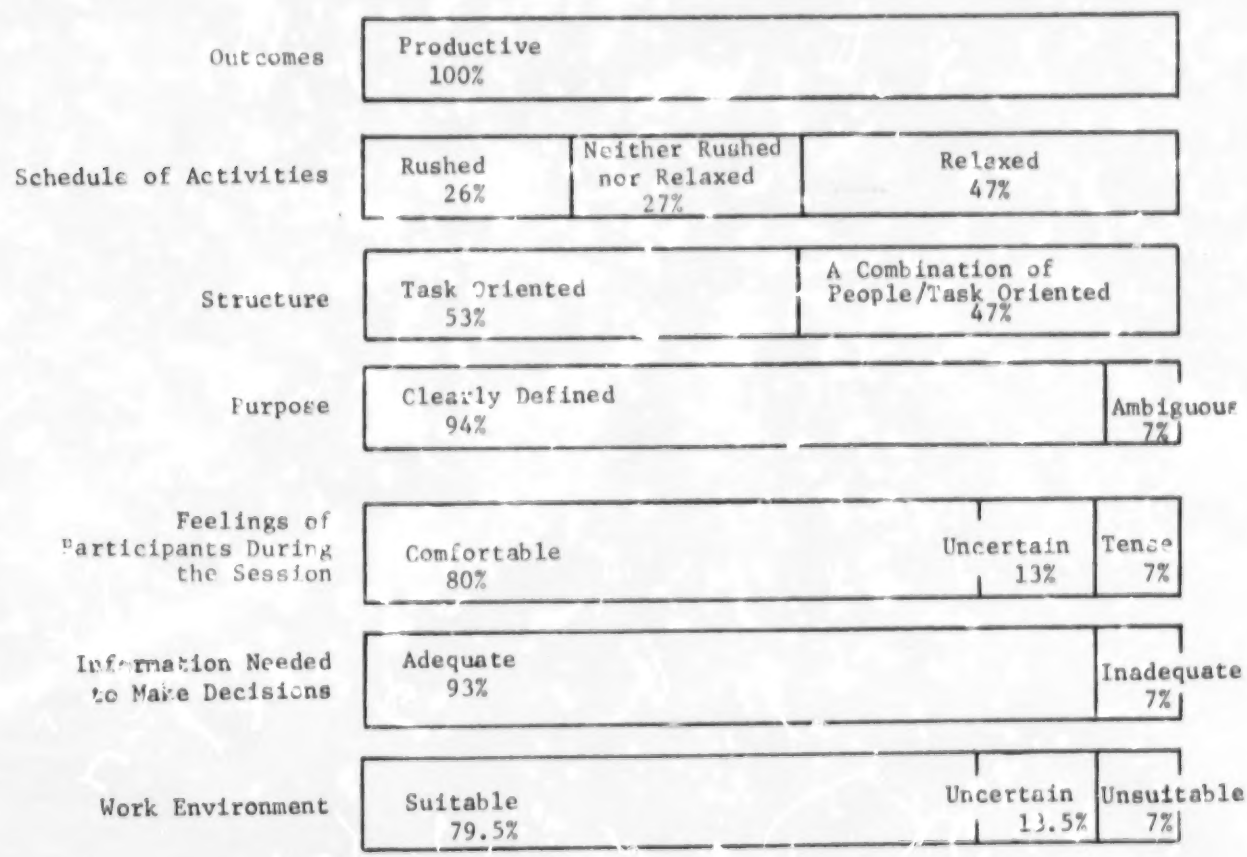
If yes, will that change in perspective or understanding by of ultimate value to you in working towards the goals of Greenfield Community College?

Yes - 100% No - 0%

7. Do participants have a better sense of community as a result of the activity?

Yes - 95% No - 5%

8. What were the participant ratings of the following topics?



CONCLUSION

The participants felt that the process of developing the goals and objectives for the College through a Retreat/Planning mechanism was a means of allowing them to meet each other in a different setting away from the College. It allowed each participant to be free from the daily work distractions and focus on the issues of working together on the development of the goals and objectives for Greenfield Community College for the academic year 1979-80.

In effect, the development of the goals and objectives was a way of determining what mutual concerns and problems needed to be identified and acted upon in the coming year. It was another way of conducting a self-examination of the College and it was accomplished through the facilitation of the College President with input from all sectors of the college community.

The interesting thing about the process was that when each of the four small groups were working independently of each other in the initial stages of the conference on July 12th, they were almost in total agreement about the identification of the real needs of the institution. It was somewhat surprising to each of the participants that each of the four small groups was developing goals and objectives that were overlapping in intent and purpose. This created a stronger sense of commonality, commitment, and belief that the goals and objectives that would emanate from the Retreat/Planning process would be acceptable to the college community at large.

The next step in the process of the development of the goals and objectives is the dissemination, implementation, and subsequent monitoring and evaluation to be sure that what is proposed by the participants is realistic, attainable, and capable of being measured or evaluated.

These series of steps are accomplished through the effective presentation of the goals and objectives to the college community for their understanding and acceptance of them. The implementation of the goals and objectives is yet to be accomplished. It will require a series of meetings with the Executive Staff and/or other persons.

Subsequent monitoring, evaluation, and change in the original goals and objectives should be ongoing and constant. It is important to note that a feedback component be built into the design of the goals and objectives to allow for unanticipated changes that occur during the year. This does not infer that these goals and objectives are not structured on a solid basis, but rather it is recognized that there may be times when some changes may be warranted.

As we chart our course on the way to meet our targeted goals, we will from time to time have the opportunity to say that we have succeeded and there may be times when we have the opportunity to say that we are on our way toward failure. Unless we are given the opportunity to recognize that we are going off course and make the necessary corrections before we fail, then we have truly made some errors in our combined efforts to make Greenfield Community College an effective and efficient institution of higher education in Massachusetts.

GOAL ON CURRICULUM REVIEW

GOAL: TO DEVELOP A CURRICULUM REVIEW PROCESS THAT ASSESSES CURRENT CURRICULA TO DETERMINE WHAT CURRICULUM OFFERINGS SHOULD BE MAINTAINED AS THEY PRESENTLY EXIST, WHAT SHOULD BE REVISED, AND WHAT NEW CURRICULA SHOULD BE DEVELOPED AND IMPLEMENTED AS A PART OF GCC'S MISSION.

Objective 1. To articulate with feeder high schools to allow a smooth transition from the secondary to post-secondary level of education with a minimum of overlap and repetition.

Objective 2. To articulate with institutions of higher education that have admitted GCC graduates into their programs to determine what curriculum change will result in a smoother transfer process.

Objective 3. Each program will have realistic and clearly stated instructional goals and objectives that communicate the career or transfer options available to students upon successful completion of the program.

Objective 4. To examine the feasibility of implementing industrial technological programs into GCC that provide students with additional career or transfer options.

Objective 5. To utilize program advisory committee input in the curriculum development, implementation, review, and change processes.

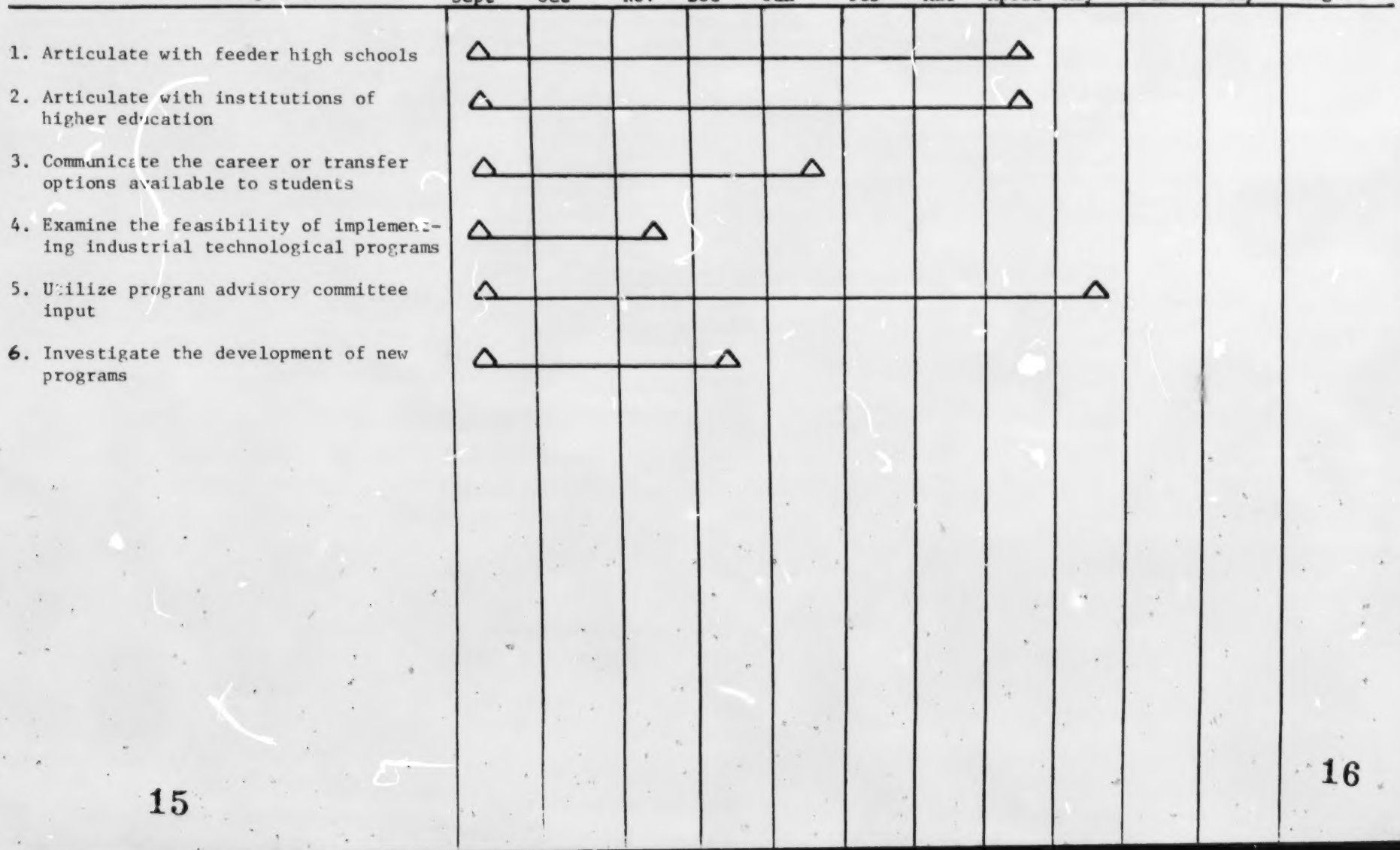
Objective 6. To investigate the development of other new programs which can be identified to meet the needs of our service area.

GREENFIELD COMMUNITY COLLEGE

Goal: CURRICULUM REVIEW PROCESS: MAINTAIN, REVISE, AND DEVELOP

Responsibility of: _____

Assigned by: _____



GOAL ON COMMUNITY RESOURCES

GOAL: TO COLLABORATE WITH SURROUNDING COMMUNITY RESOURCES TO ALLOW GCC TO BECOME MORE ACTIVLY INVOLVED WITH OUR COMMUNITY AND TO HAVE OUR COMMUNITY MORE ACTIVELY INVOLVED WITH GCC.

Objective 1. To have each program area at GCC make effective utilization of the input and recommendations of "Program Advisory Committees" for curriculum development, review and change.

Objective 2. To create a speakers bureau that will coordinate the interchange of speakers from the community to come to GCC AND GCC faculty and staff to speak with community agencies.

Objective 3. To analyze the utilization of community resources from field trips and other educational purposes, cooperative work experiences and devise ways to increase the utilization by GCC.

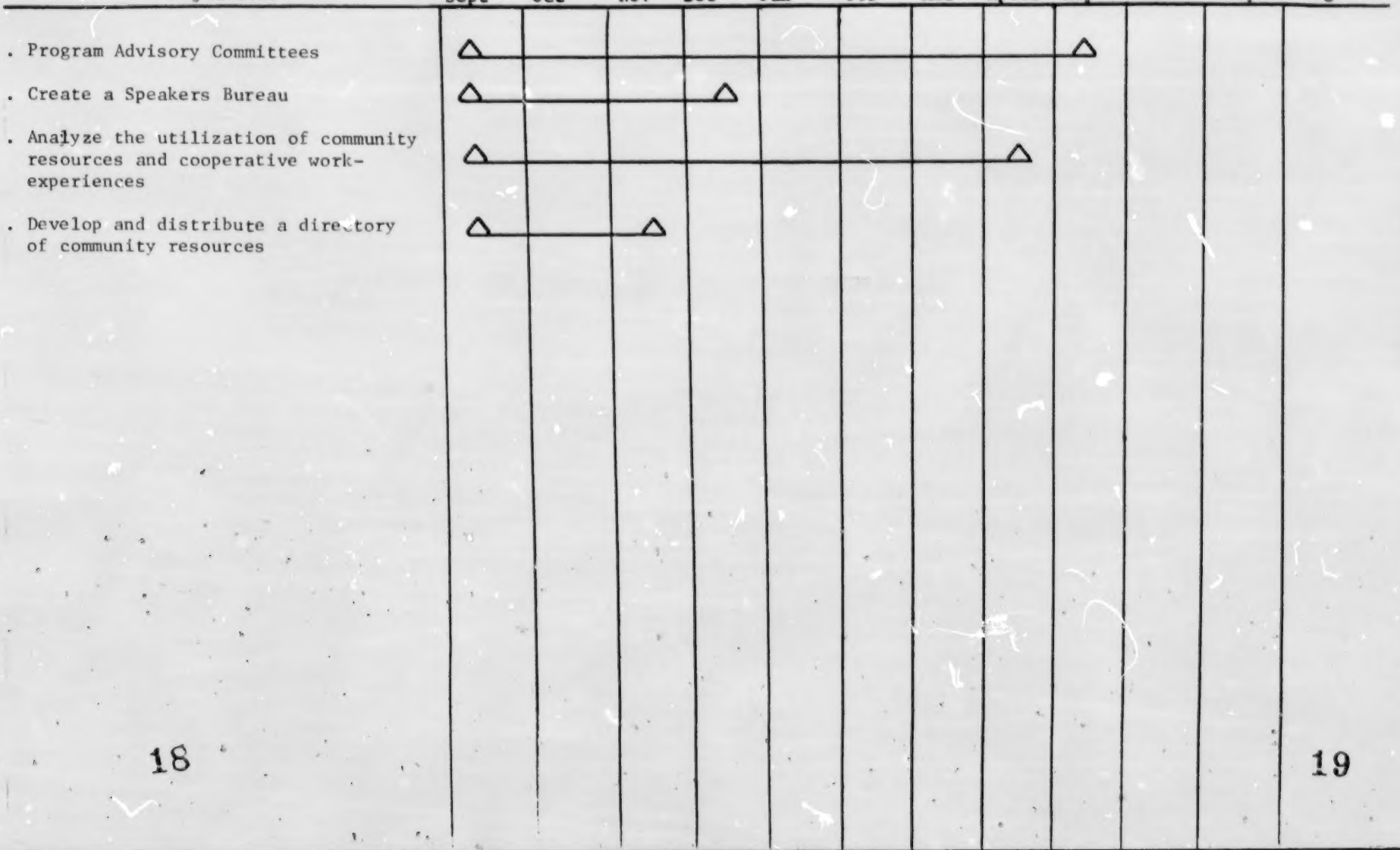
Objective 4. To develop and distribute a directory of community resources that will assist the faculty with student learning activities.

GREENFIELD COMMUNITY COLLEGE

Goal: COLLABORATION WITH COMMUNITY RESOURCES

Responsibility of: _____

Assigned by: _____



GOAL ON STUDENT
RECRUITMENT/ADVISING/RETENTION

GOAL: TO EFFECTIVELY RECRUIT, ADVISE, AND RETAIN STUDENTS AT GCC

Objective 1. To have high school students, teachers, and guidance counselors visit GCC to become oriented to our people, programs, and facilities.

Objective 2. To have members of the GCC community, students and alumni actively participate in the recruiting of new students.

Objective 3. To examine the feasibility of securing a storefront setting in Downtown Greenfield and Brattleboro.

Objective 4. To study the development of an adanced high school placement and outreach program at neighboring public and private secondary schools.

Objective 5. To increase student enrollment by making course offerings more accessible to students at alternative non-traditional times.

Objective 6. To promote GCC in high schools in Southern Vermont and New Hampshire.

Objective 7. To examine the present advising process to determine what changes should be made

Objective 8. To develop new and useful informational materials about GCC's courses/programs that will assist the advising process.

Objective 9. To conduct workshops to increase the ability of advisors to become more proficient in the advising process.

Objective 10. To continue to study the reasons for the loss of students who do not re-enroll at GCC and to make recommendations on ways to decrease this number.

Objective 11. To continue to examine the reasons for students who apply but do not register for classes at GCC.

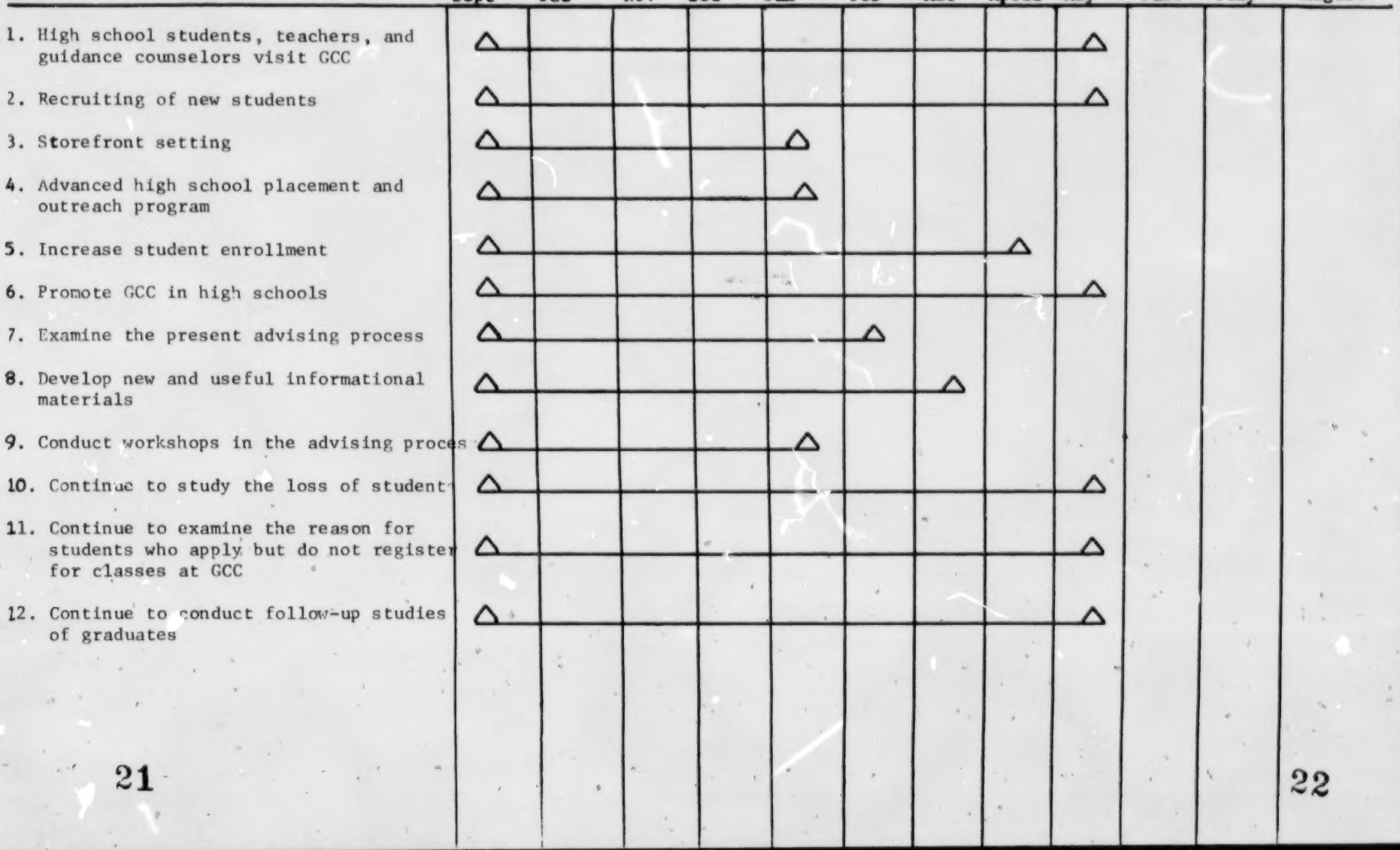
Objective 12. To continue to conduct follow-up studies of graduates.

GREENFIELD COMMUNITY COLLEGE

Goal: STUDENT RECRUITMENT, ADVISING/RETENTION

Responsibility of:

Assigned by:


Objectives
Sept
Oct
Nov
Dec
Jan
Feb
Mar
April
May
June
July
August
1. High school students, teachers, and guidance counselors visit GCC
2. Recruiting of new students
3. Storefront setting
4. Advanced high school placement and outreach program
5. Increase student enrollment
6. Promote GCC in high schools
7. Examine the present advising process
8. Develop new and useful informational materials
9. Conduct workshops in the advising proces
10. Continue to study the loss of student
11. Continue to examine the reason for students who apply but do not register for classes at GCC
12. Continue to conduct follow-up studies of graduates

GOAL ON COMMUNICATION

GOAL: TO IMPROVE THE INTERNAL AND EXTERNAL COMMUNICATION PROCESSES AT GCC

Objective 1. To develop and distribute a handbook on administrative policies and procedures listing the organizational structure and job descriptions.

Objective 2. To review current GCC publications and make recommendations on future publications at GCC.

Objective 3. To develop a variety of innovative and new publicity materials highlighting the benefits of GCC's tuition, programs, staff, location, student-faculty relationships and quality of student life.

Objective 4. To develop communication mechanisms that will assess and improve the flow of vertical and horizontal internal communication throughout the organizational structure at GCC.

Objective 5. To plan, develop, and implement an organized means of communicating to people, groups and agencies outside of GCC.

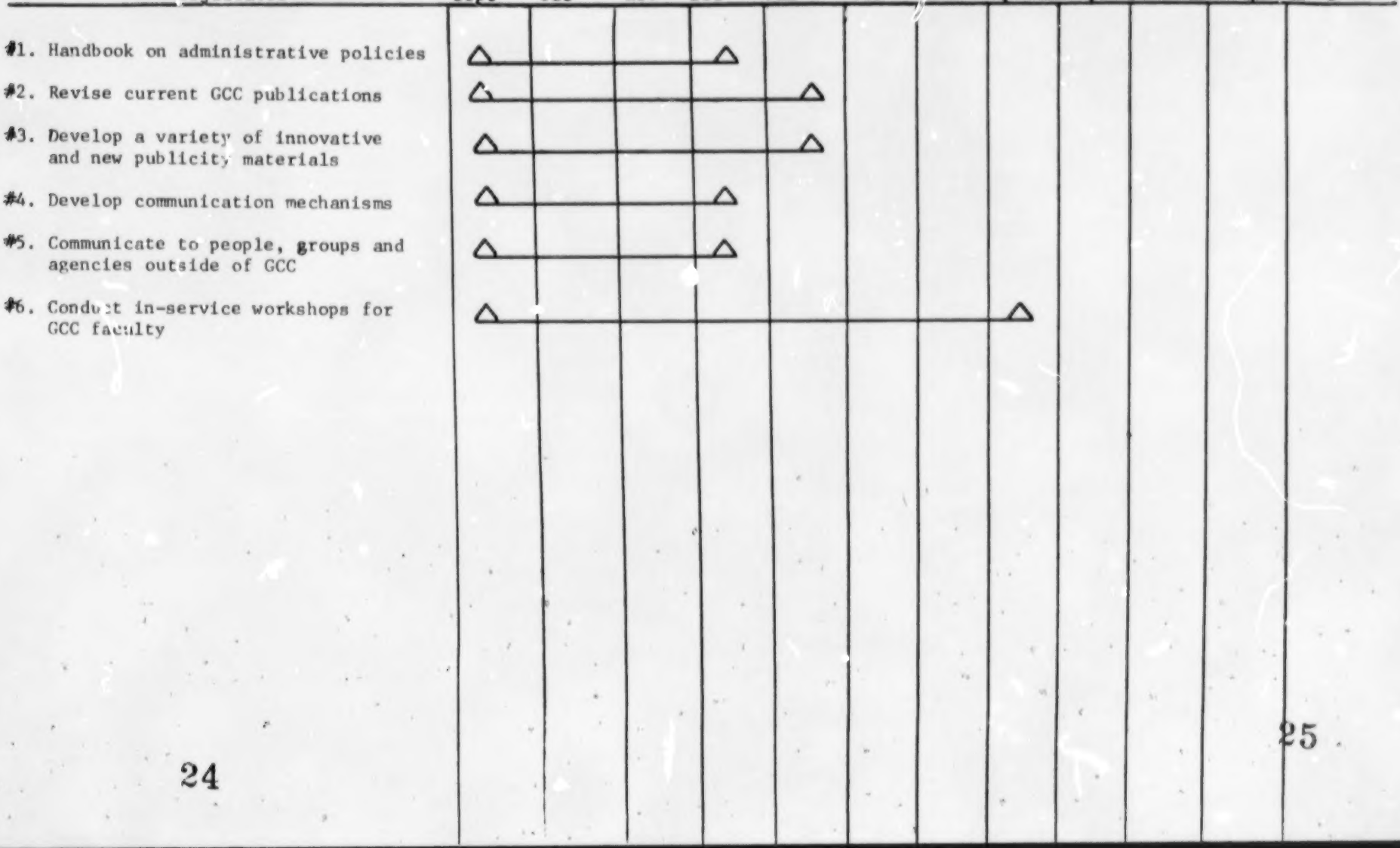
Objective 6. To conduct in-service workshops for GCC faculty members to share and discuss exemplary teaching/learning methods.

GREENFIELD COMMUNITY COLLEGE

Goal: TO IMPROVE THE INTERNAL AND EXTERNAL COMMUNICATION PROCESS AT GCC

Responsibility of: _____

Assigned by: _____



GOAL ON REORGANIZATION

GOAL: TO INCREASE THE EFFECTIVENESS AND EFFICIENCY OF GCC'S ORGANIZATIONAL STRUCTURE

Objective 1. To assess the present formal organizational structure to determine if it is the best way for GCC to be organized and administered.

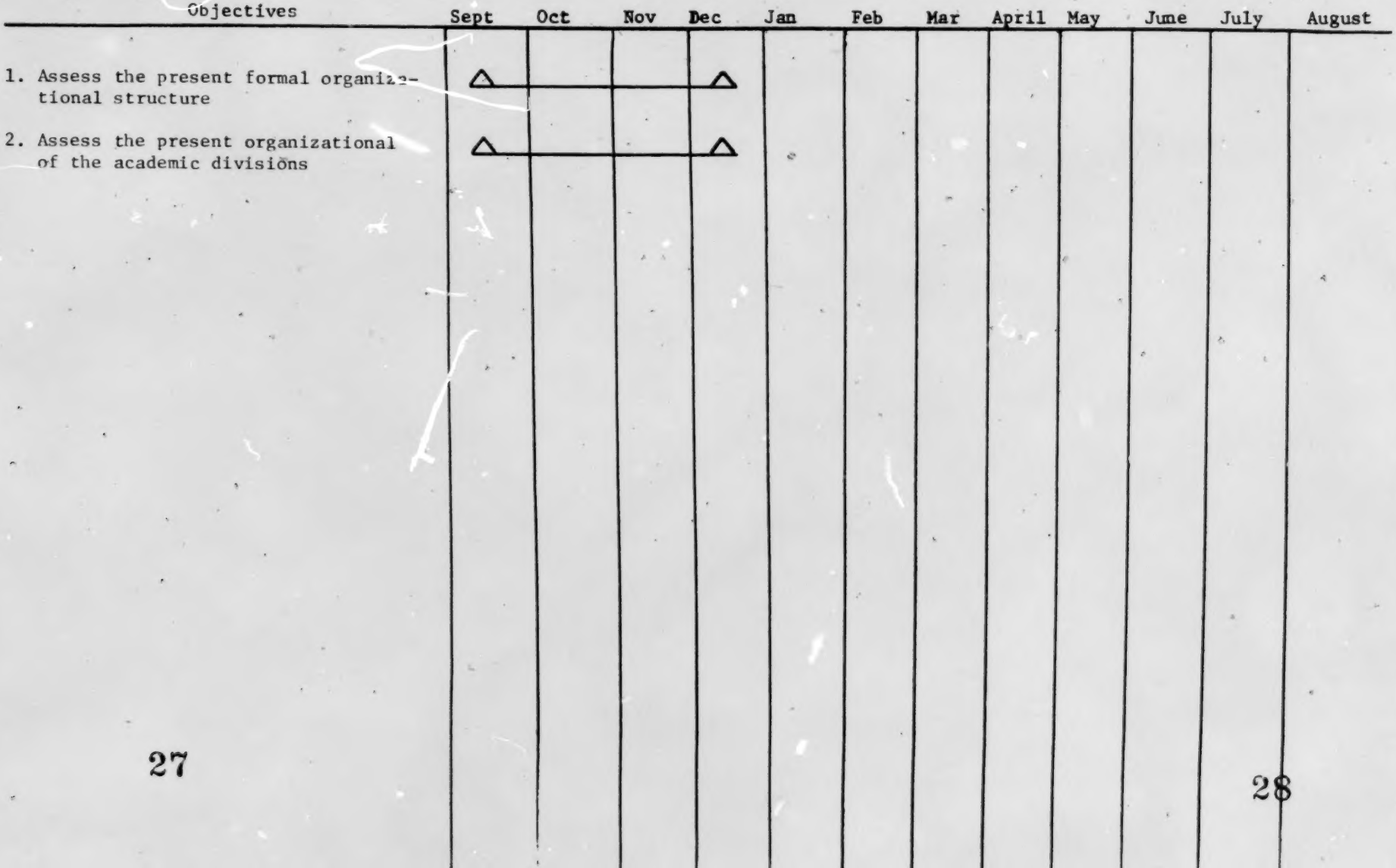
Objective 2. To assess the present organizational structure of the academic divisions of GCC to determine if they are designed to meet the current and emerging academic needs of our students and community.

GREENFIELD COMMUNITY COLLEGE

Goal: REORGANIZATION

Responsibility of: _____

Assigned by: _____



GOAL ON EXPANSION OF AVAILABLE SERVICES

GOAL: TO EXPAND AND IMPROVE OUR EXISTING RESOURCES TO BETTER SERVE THE NEEDS OF OUR STUDENTS AND COMMUNITY

Objective 1. To design and develop a basic studies program to service the developmental needs of students in basic study skills, developmental math, and developmental reading.

Objective 2. To determine what programs, services and activities should be expanded due to current or projected need.

Objective 3. To develop mini-video tape presentations, for student/faculty use in advising, job placement, transfer, and other areas.

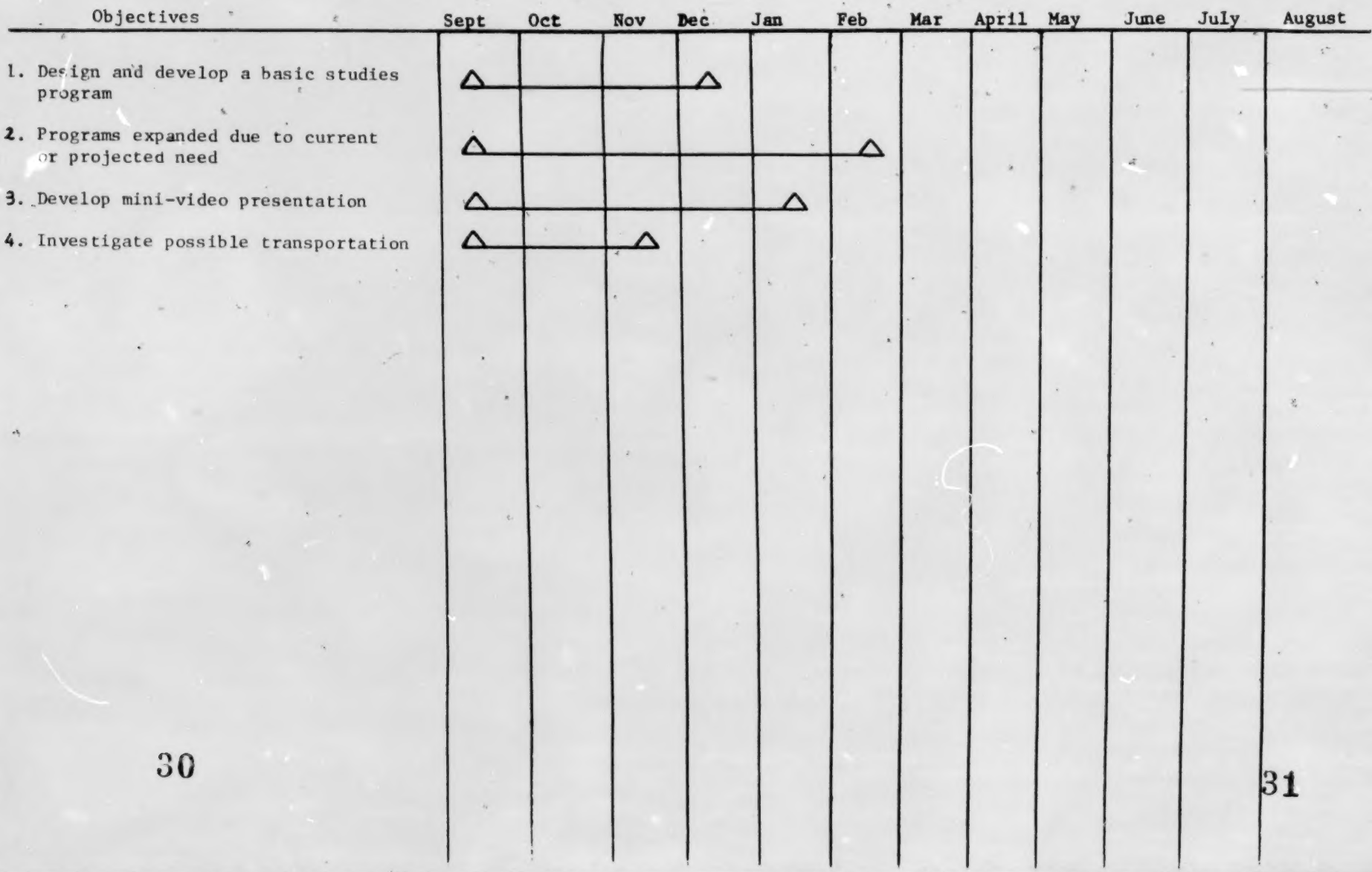
Objective 4. To investigate possible transportation sources to assist GCC students, faculty, and staff in getting to and from the College.

GREENFIELD COMMUNITY COLLEGE

Goal: TO EXPAND AND IMPROVE GCC'S RESOURCES TO BETTER SERVE OUR STUDENTS AND COMMUNITY

Responsibility of: _____

Assigned by: _____



GOAL ON FUNDING

GOAL: TO INCREASE THE AMOUNT OF NON-STATE FUNDS SECURED BY GCC

Objective 1. To develop the ways and means of obtaining federal grant and private foundation monies that GCC is eligible to receive.

Objective 2. To plan and implement a series of fund raising activities to secure alternative kinds of funds.

Objective 3. To establish an alumni fund raising process to allow GCC graduates to support their alma mater.

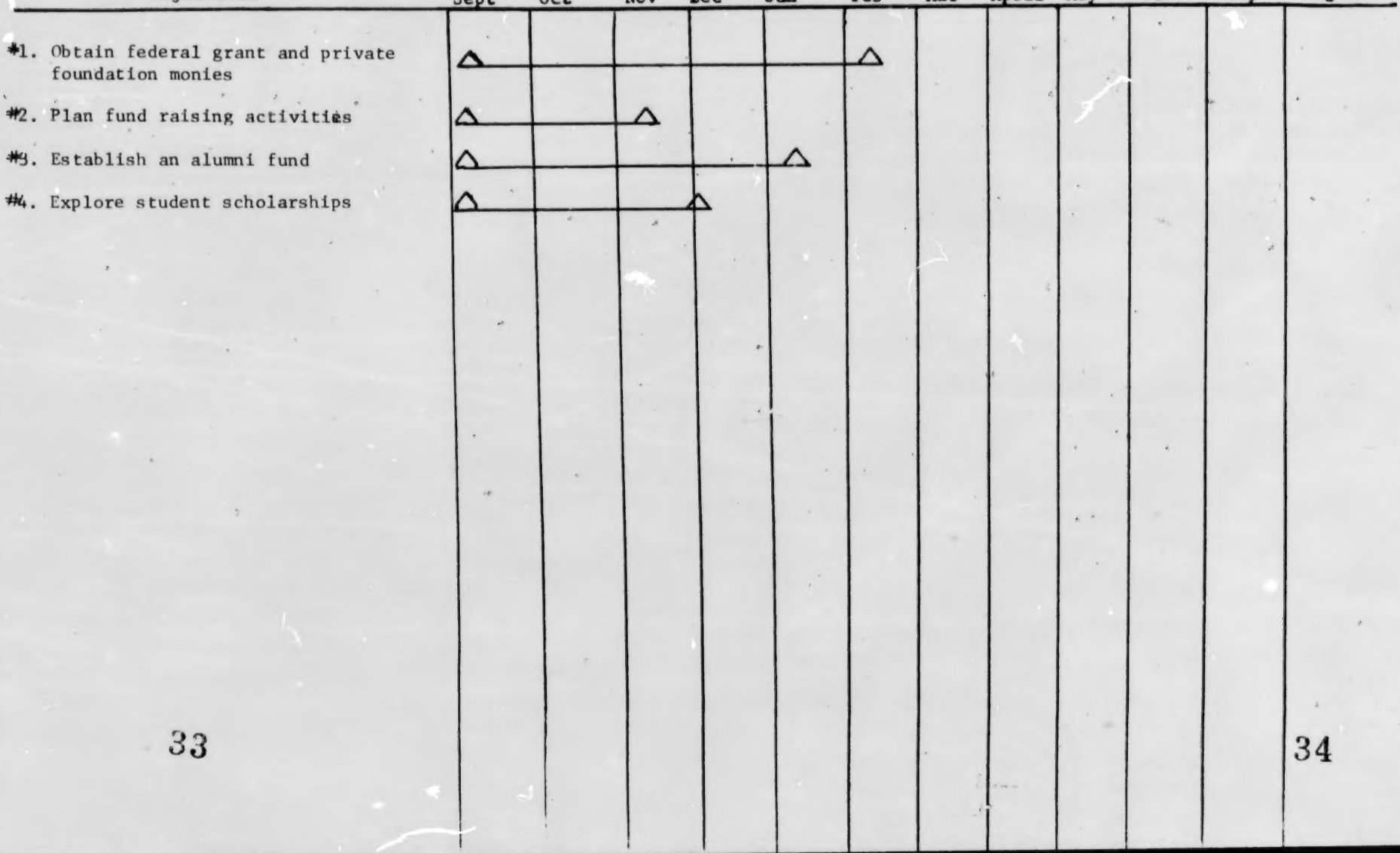
Objective 4. To explore the means of providing assistance to students in accessing information about, and funds available through various categories of student scholarship monies.

GREENFIELD COMMUNITY COLLEGE

Goal: TO INCREASE NON-STATE FUNDING

Responsibility of:

Assigned by:



END OF THE YEAR "SUMMARY REPORT"

FOR

GREENFIELD COMMUNITY COLLEGE'S

INSTITUTIONAL GOALS AND OBJECTIVES

1979-1980

Prepared by

Robert DiCarlo
Director of Planning and Research

INTRODUCTION

THIS IS A SUMMARY REPORT OF THE ACTIVITIES THAT WERE ASSOCIATED WITH THE OBJECTIVES THAT LEAD TO THE ACCOMPLISHMENT OF GOALS THAT WERE DEVELOPED FOR GREENFIELD COMMUNITY COLLEGE'S 1979-1980 ACADEMIC YEAR.

THE FULL TASK FORCE AND COMMITTEE REPORTS AS WELL AS OTHER DOCUMENTATION HAVE BEEN COMPILED AND UTILIZED BY THE FACULTY, STAFF AND ADMINISTRATION IN THE IMPLEMENTATION, REVIEW, AND ANALYSIS OF THE PROGRESS DURING THE 1979-1980 ACADEMIC YEAR. THE FULL REPORTS WERE UTILIZED IN THE DEVELOPMENT OF THE 1980-1981 INSTITUTIONAL GOALS AND OBJECTIVES.

THIS SUMMARY IS INDICATIVE OF SOME OF THE ACCOMPLISHMENTS OF THE 1979-1980 ACADEMIC YEAR. A NUMBER OF CHANGES OCCURRED IN THE INSTITUTION THAT ARE NOT IDENTIFIED IN THIS SUMMARY REPORT. THOSE INSTITUTIONAL CHANGES HAVE BEEN IDENTIFIED IN THE REPORT OF THE RETREAT/PLANNING SESSION FOR THE DEVELOPMENT OF THE INSTITUTIONAL GOALS AND OBJECTIVES FOR 1980-1981.

GREENFIELD COMMUNITY COLLEGE

GOAL	OBJECTIVES	PERSON(S)	ACTIVITIES	DATE	REPORT OF PROGRESS
CURRICULUM	Obj. #1. To articulate feeder high schools to allow a smooth transition from the secondary level of education with a minimum of overlap and repetition.	Yacubian Morgan Steeper Cohen Homme Dolhenty Brown	1.1 To analyze where our students come from 1.2 To outline the compatability between GCC's curricula and the curricula taken by incoming students 1.3 To make recommendations on where to put our high school recruiting efforts and how our curricula can be adapted to that target population	4/3/80	1.1 Information collection process identified and recommended for future implementation. 1.2 Recommendations made for continually aligning GCC curricula with that of students' secondary schools. 1.3 Recruiting plans revised and implemented.
	Obj. #2. To articulate with institutions of higher education that have admitted GCC graduates into their programs to determine what curriculum change will result in a smoother transfer process	Ditto	2.1 To analyze where our graduates transfer 2.2 To determine what transfer problems exist 2.3 To make recommendations of where to put our transfer efforts with other institutions of higher education	4/3/80	2.1 Data collected and disseminated 2.2 Data collected and disseminated for use in decision making. 2.3 Because of declining enrollments GCC can expect more students to get into schools that were traditionally less accessible. GCC has increased the number of transfer students to prestigious schools due to the transfer counselor's role.
	Obj. #3. Each program will have realistic and clearly stated instructional goals and objectives that communicate the career or transfer options available to students upon successful completion of the program.	Every Program Unit/ Academic Dean (Coordinator)	3.1 Each Division will work with the Dean of Academic Affairs on the development of insturctional/program goals and objectives that state realistic and clear or transfer options	1/18/80	3.1 Catalog revised to be more specific. The advising manual that was developed contains specific goals and objectives of the program.

GOAL	OBJECTIVES	PERSONS	ACTIVITIES	DATE	REPORT OF PROGRESS
					11/16/79
CURRICULUM	Obj. #4 To examine the feasability of implementing industrial technological programs into GCC that provide students with additional career or transfer options.	Stinchfield/ Div. of Natural Sciences Brouillette Roberts Welsh Dolhenty	4.1 To develop written proposals on the feasibility of implementing technological programs to include: 4.1.1 Population to be served 4.1.2 Need for program 4.1.3 Staffing pattern 4.1.4 Costs for equipment related to program 4.1.5 Student option upon completion of program for career and transfer 4.1.6 Demonstration of interdisciplinary cross divisional relationships 4.1.7 Collaboration with surrounding business/education/industry sectors	11/30/79	4.1 A cluster of technology programs has been developed and a detailed description if attached. Central to the technology cluster is a core program of basic skills courses and B/H electives. There are seven slots to be filled by appropriate Concentration Elective to be selected from the chosen major listings. Two of the Concentration Elective slots may be filled by business courses. Technologies planned for early offering are: Civil Engineering Technology Surveying/Construction Tech. Industrial Engineering Tech. Water and Wastewater Tech. Chemical Technology See attached for additional activies.
	Obj. #5 To utilize program advisory committee input in the curriculum development, implementation, review and change processes.	Sutton, Coordinator Webster Kane Shaw Muller	5.1 To develop a standardized Advisory Committee Reporting Form that includes: 5.1.1 The date, time, and topic of meeting 5.1.2 Names/Titles of members 5.1.3 Name and address of organization that the advisory committee member represents 5.1.4 Results/Outcomes/Recommendations of the meeting 5.1.5 Other information that may be needed	11/16/79	5.1 Forms developed for utilization at GCC and implemented. 5.2 Standard format utilized and forms submitted by each program at GCC.
			5.2 To make use of the developed form for each meeting of the advisory committee for each program.	on-going	

GOAL	OBJECTIVES	PERSON(S)	ACTIVITIES	DATE	REPORT OF PROGRESS
CURRICULUM	Obj. #6. To investigate development of other new programs which can be identified to meet the needs of our service area.	Every Division	6.1 To develop written proposal(s) for change in existing or development of new curriculum to be submitted to the Executive Staff. It should contain: 6.1.1. Population to be served 6.1.2. Career of Transfer Options of Graduates 6.1.3. Clear and Realistic Objectives 6.1.4. Staffing Pattern 6.1.5. Costs (if any additional are needed) 6.1.6. Course configuration 6.1.7. Other needed information	12/5/79	6.1. GCC conducted a complete curriculum review of all existing programs, and made recommendations about the implementation of new programs.
COMMUNITY RESOURCES	Obj. #1. To have each program area at GCC make effective utilization of the input and recommendations of "Program Advisory Committees" for curriculum development, review and change.	Every Division	1.1 A final summary report will be submitted identifying: 1.1.1 Number of meetings 1.1.2 Summary of recommendations from the Advisory Committee 1.1.3 Reaction/use of the recommendations 1.1.4 Other information as needed	5/2/80	1.1. Forms utilized by each program at GCC
	Obj. #2. To create a speakers bureau that will coordinate the interchange of speakers from the community to come to GCC and GCC faculty and staff to speak with community agencies.	Merriam Reino Drabeck Little Case Sackin Spicher Douglas	2.1 To create a topical listing of interests or areas of expertise that the faculty/staff of GCC has for use as guest speakers or persons who can provide the community with various kinds of technical/theatrical/cultural assistance	12/1/79	2.1. Speakers Bureau developed with 27 faculty, administration and staff listed in various areas of expertise. A mailing was sent to the community and there were many GCC representatives who were called upon for help by the community.
	Obj. #3. To analyze the utilization of community resources from field trips and other educational purposes, cooperative work experiences and devise ways to increase the utilization by GCC.	Ditto	3.1 To assess what historical use of community resources has been made by GCC and assemble it into written form 3.2 To determine what community resources are available and have not been used by GCC and determine if those community resources can be assessed and be of benefit	1/18/80	3.1. 55% of GCC students are involved in programs that are utilizing community resources. Of those 78% of the students utilized the community resources for field experiences. GCC utilized 15% of the existing community resources for off-campus learning experiences. 3.2. 300 community resources were identified for various other purposes and a card catalog is being developed in the Library.
	Obj. #4. To develop and distribute a directory of community resources that will assist the faculty with student learning activities.	Ditto	4.1 To compile a list of community resources/ persons who can be of assistance to GCC as speakers, etc.	12/7/79	4.1. Recommendation made but not implemented to manage films for Western Reg. Lib. Assn. Other suggestions were to continue to meet with other schools in area.

GOAL: COMMUNICATION

OBJECTIVES	PERSON(S)	ACTIVITIES	DATE	REPORT OF PROGRESS
Obj. #1 To develop and distribute a handbook on administrative policies and procedures listing the organizational structure and job descriptions.	Howland/ Executive Staff Wallace Berndt Markwell	1.1 To complete the review of the current administrative manual on policy and incorporate organizational structure and job definitions/descriptions and to develop accompanying procedures.	12/14/ 79	Manual developed and disseminated.
Obj. #2 To review current GCC publications and make recommendations on future publications at GCC	Task Force on Com. Greenblatt Long Ashley Sheaffer,G Bross, Howland and Palmer	2.1 To prepare a report on the quality of current publications.	1/29/80	2.1 Report submitted and recommendations reviewed but not fully implemented.
Obj. #3 To develop a variety of innovative and new publicity materials highlighting the benefits of GCC's tuition, programs, staff, location, student-faculty relationships and quality of student life.	Ditto	3.1 To make recommendations on new or other PR mechanisms which will further the visibility of GCC	1/29/80	3.1 Personnel News and Notes implemented and ongoing. Improved catalog quality.
Obj. #4 To develop communication mechanisms that will assess and improve the flow of vertical and horizontal internal communication throughout	Forum	4.1 To develop a mechanism to assess communication in GCC, administer,process and prepare data into a report.	12/14/79	4.1 Communication process assessed and The Forum implemented - "A Current Digest of Governance Issues".
Obj. #5 To plan, develop, and implement an organized means of communication to people, groups and agencies outside of GCC.	Forum	5.1 To prepare alternative recommendations of communication mechanisms on internal and external communication through various media.	12/14/79	5.1 Governance structure communication reviewed and changes made to utilize "linkers" to cross communicate issues. ideas and new developments throughout the institution.
Obj. #6 To conduct in-service workshops for GCC faculty members to share and discuss exemplary teaching/learning methods.	Pfiel Faculty & Staff Dev. Committee Boisvert	6.1 To prepare a proposal on alternative means of conducting in-service for faculty and staff on sharing expertise.	12/14/79	6.1 Mini-workshops implemented. -Idea program utilized for feedback and suggestions for future developments. -Cooperative staff development planned for future implementation.

GOAL: EXPANSION OF AVAILABLE SERVICES

Obj. #1 To design and develop a basic studies program to service the remedial needs of students in basic study skills, remedial math, and remedial reading.	Developmental Studies Task Force Van Guilden Rubenzahl Long, Chin-Shong, Rainford, McCollough, A. Pfeil and Nahman	1.1 To assess and make recommendations of need for such a structure	12/14/79	1.1 All incoming students tested in Math and Reading and results indicated that an expanded program not needed at the present time.

GOAL: EXPANSION OF AVAILABLE SERVICES

OBJECTIVE(S)	PERSON(S)	ACTIVITIES	DATE	REPORT OF PROGRESS
Obj. #2 To determine what programs, services and activities should be expanded due to current or projected need	Task Force on Expansion of Services Rabinowitz Godwin Tracy	2.1 To develop a plan of how to make expansions or changes in GCC	2/22/80	2.1 A list of recommendations was prepared and a summary was submitted but referred to next year for consideration for implementation. Many of the suggestions will be handled through the respective program areas.
Obj. #3 To develop mini-video tape presentations, for student/faculty use in advising, job placement, transfer, and other areas	Tracy Struck Daly Smith	3.1 To analyze the use of videotape and submit a report on recommendations	1/25/80	3.1 Recommend that such an expansive process is not feasible at this time.
Obj. #4 To investigate possible transportation sources to assist GCC students in getting to and from the College	Merriam Bartlett Sackin	4.1 To develop a series of recommendations on transportation as it relates to commuting students, faculty, and staff	1/25/80	4.1 Assessment conducted and 15% indicated that transportation was a problem. It was decided that no immediate problem exists.

GOAL: FUNDING

Obj. #1 To develop the ways and means of obtaining federal grant and private foundation monies that GCC is eligible to receive.	Goodwin Carter Case	Gainty DiCarlo Sutton		1.1 Continued into 1980-81 Goals and Objectives.
Obj. #2 To plan and implement a series of fund raising activities to secure alternative kinds of funds.	Ditto			2.1 There were a variety of fund raising activities including: -A carnival -Flea markets -Book sales =GCC Foundation contributed to the college.
Obj. #3 To establish an alumni fund raising process to allow GCC graduates to support their alma mater.	Merriam			3.1 Alumni mailed information for support.

GOAL: STUDENT RECRUITMENT/ADVISING/RETENTION

OBJECTIVES	PERSON(S)	ACTIVITIES	DATE	REPORT OF PROGRESS
Obj.#1 To have high school students, teachers, and guidance counselors visit GCC to become oriented to our people, programs, and facilities	Don Brown Evans Hannan	1.1 To develop a proposed program of how to encourage and plan for visits to GCC by outsiders and what they will do or experience when they are here.	Plan due 12/6/79 Report due 5/9/80	1.1 -Mini-invasion to be kept ongoing. -Campus tours conducted -Recommendations were made to develop new programs in: Displaced Homemakers, Adult Career Education, Senior Programs, Social Services/Student Services, Extracurricular, Internship/Employer.
Obj. #2 To have members of the GCC community and alumni actively participate in the recruiting of new students.	Yacubian Foster	2.1 To develop a plan	Plan due 12/6/79 Report due 5/9/80	2.1 Plan submitted but not implemented as follows: 1. Planning phase - obtaining input. 2. Information phase - Identify and disseminate 3. Inspiration and Guidance - Encourage and stimulate support. 4. Evaluation - What worked - what did not.
Obj. #3 To examine the feasibility of securing a storefront setting in Downtown Greenfield and Brattleboro.	Case Goodman	3.1 To develop various alternatives with costs and list of activities for settings	1/25/80	3.1 After careful consideration of the market in Southern Vermont, and the services being rendered by the University of New Hampshire, University of Vermont, Middlebury College, and open University of Vermont, we do not recommend establishment of an extension center on that area. Students attending Greenfield Community College from lower Vermont have indicated their preference for attending here. They carpool and enjoy the "away" and "on campus" experience. DCE is responding this fall to the needs of RN's, LPN's, and nursing aspirants with science and liberal arts courses as requested.
Obj. #4 To study the development of an advanced high school placement and outreach program at neighboring public and private secondary schools.	Pfeil Brown Division Chairpersons	4.1 To review faculty scholars program and develop a plan on how to work with local high schools	1/25/80	4.1 Meetings were conducted with surrounding LEA's for the articulation and collaboration. No institutional plan implemented. It is an ongoing process that is implemented by various people and programs throughout GCC.

GOAL: STUDENT RECRUITMENT/ADVISING/RETENTION

OBJECTIVES	PERSON(S)	ACTIVITIES	DATE	REPORT OF PROGRESS
Obj. #5 To increase student enrollment by making course offerings more accessible to students at alternative non-traditional times	Sub-comm. of Exec. Staff on Class Times Stinchfield Case, Berndt, Rainford and Sutton	5.1 To develop a plan of possible alternatives for re-packaging course offerings using day and evenings as well as weekends for time sequences that meet student needs.	2/8/80	5.1 The FSM's were converted to classrooms to schedule more students. Alternative scheduling patterns reviewed and recommendations were implemented as follows: -Student activity period changed to Mon., Wed., & Fri. 12 - 1. -Block scheduling in some programs to make the courses more accessible to students.
Obj. #6 To promote GCC in high schools in southern Vermont and New Hampshire	Yacubian Waite Soulos, Ste. Marie and Case			6.1 Visits made to selected schools in the identified area.
Obj. #7 To examine the present advising process to determine what changes should be made	Task Force on Advising Homme, Patrick, Sweeney, Harvey, LaRose, Pfeil and Goodman	7.1 To make recommendations for changes in advising process	1/25/80	7.1 There were a number of recommendations made and reviewed. It was decided to extend the analysis of the advising process into the next year with the recommendations being utilized as a basis of planning.
Obj. #8 To develop new and useful informational materials about GCC's courses/programs that will assist the advising process.	Ditto	8.1 To analyze and made changes where necessary in present faculty advising manual and to develop a brochure for students to use on advising.	1/25/80	8.1 "Your Academic Advisor" distributed to students and advising manual developed and disseminated which is supplementary to catalog and more specific in communicating unique characteristics of the course offerings to students.
Obj. #9 To conduct workshops to increase the ability of advisors to become more proficient in the advising process.	Ditto	9.1 To submit a proposal on in-service training for GCC faculty and staff	2/29/80	9.1 Recommendation on assessing training needs of GCC faculty and staff to be continued into next year's Goals and Objectives.
Obj. #10 To continue to study reasons for loss of students who don't reenroll at GCC & make recommendations on ways to decrease this number.	DiCarlo and Goodwin	10.1 To conduct follow-up survey of persons who applied but did not register for courses at GCC for Fall Fall semester of 1979.	11/30/79	10.1 Follow-up studies completed and disseminated.
Obj. #11 To continue to examine reasons for students who apply but do not register for classes at GCC		11.1 To conduct follow-up study of persons who were enrolled in Spring of 1979 and didn't re-enroll in Fall of 1979	11/30/79	11.1 Follow-up studies completed and disseminated.
Obj. #12 To continue to conduct follow-up studies of graduates.		12.1 To conduct a follow-up study of persons in the graduating class of 1980.	6/80	12.1 Follow-up studies administered and initial summaries disseminated. Total process to be analyzed by computer.

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